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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on developing a decision-making plan for the reading teacher is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

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Learning Package #25

Developing a Decision-Making Plan for the Reading Teacher

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OVERVIEW

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Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

DEVELOPING A DECISION MAKING PLAN FOR THE READING TEACHER

(All references are fully documented in enclosed bibliography, or on reference list attached to this lecture)

by Carl Smith

Lecture

A New Image for Teachers

Power and decision-making go hand-in-hand. That's the reason, no doubt, that the recent call for the empowerment of teachers has seen a parallel interest in teacher decision-making. Everyone makes decisions, of course, as each person goes to school, buys clothes and food, chooses a spouse, etc. But decision-making here suggests the management of a public trust -- our children. It is quite appropriate, therefore, for us to ask: What decisions do teachers make and how do they make them?

As a metaphor, the teacher as a decision-maker is fairly new. Not that teachers, like every professional, haven't made choices among alternative approaches. But the image of a decision-maker in schools has usually been associated with administrators. However, since a decision-maker may be defined as one who regularly selects, from among various alternatives, those actions that make a difference in the way a person or organization functions, teachers certainly fit that definition. The alternatives that teachers select affect students' attitudes,

knowledge, and the skills they carry into the future. These are very important decisions, indeed.

Decisions Teachers Make

Assuming the purpose of teaching is to guide and direct the learning of a class and of individuals, the nature of the job involves making choices about what learners can do presently, and about how to keep them moving in a profitable direction -- for instance, how to become competent and fluent readers. One way to understand what that means is to ask teachers. Shedd and others (1986), surveyed teachers in Tucson, Arizona to provide a documented description of teacher decision-making. Over 80% of the teachers reported performing eleven primary tasks over the course of a week. Those responsibilities are listed in Figure 1. They include such activities as keeping students on task, making mid-stream changes in plans, and administering in-class discipline.

Teachers saw each of these main responsibilities as requiring decisions. Some of those decisions are planning decisions; some, interaction decisions; some, evaluation decisions. The list reveals the very active circumstances under which teachers work and suggests the need both for reflection, and for resources, in order to provide adequately for student needs. They also reveal that the decisions teachers list first are those that are made during their contact hours with students. Yet, there are hints

Figure 1

Daily and Weekly
Decisions by Teachers

More than 80% of teachers surveyed reported these as their main, regular responsibilities.

+ Recording attendance
+ Keeping students on task
+ Observing progress to see when plans need to be changed
+ Communicating expectations to students
+ Making mid-stream changes in plans
+ Leading class discussions and giving demonstrations
+ Administering in-class discipline
+ Assigning class work and homework
+ Delivering whole class lectures
+ Helping individual students
+ Instructing small groups

(These responsibilities are summarized from Shedd et al., 1986)

of planning decisions when they say that they decide when to alter their instructional plans.

We can infer from the Shedd study that teachers deal with large amounts of information that must be analyzed, usually on the run; that most of their decisions are made in a group environment; and that teachers make decisions in relative isolation, without regular consultation with administrators or with other teachers. This last inference has implications for inservice education and for university preservice education as will be discussed later.

A Rational Model

Some teachers seem to achieve excellent results simply by following their gut-level instincts. Their experience and intuition work to keep students on target, and to create a positive atmosphere in the process. One teacher heard a fifth grader tell her that the reading they were doing was boring. That was his excuse for not participating. The teacher's gut reaction was that the student couldn't understand the text. "It may be boring," she said, "but why don't you help Nicki with it. She needs to know these three things." Then, she listed concepts from the passage that he could pass along to Nicki. The ploy worked. The bored student got involved and became an active student, rather than a problem. We won't argue with those results, and we encourage those intuitive teachers to continue full-speed ahead. Competent and enthusiastic children are what we are all working to achieve, by whatever means the teacher has at his or her disposal.

Gut reactions, however, are not the decision-making process we are examining. If schooling is purposeful, and if decision-making is related to purposeful action, then decision-making is the rational choice of a course of action based upon the evaluation of available alternatives. On any given day, for instance, the teacher may decide to use the textbook, or to use non-text materials -- or to use some combination of text and non-text aids. Having alternatives is an essential ingredient in the very definition of decision-making.

Language arts teachers in most school systems have some goals that are set by the school system, and some that are determined in the classroom. Preparing children to succeed on a nationally-normed reading test, for instance, may be a goal set by the state or by the local school board. In that case, the teacher decisions revolve around the best means for preparing children for success on tested objectives. Numerous alternatives are open to the teacher, who then makes professional judgments about the strategies and techniques most likely to achieve that success for the children in his or her classroom. Those alternatives range from practicing test-taking with exercises that approximate the activities on the test, to reading books and then discussing the books using questions that prompt thinking similar to that needed on the tests. The choice is left up to the teacher.

Planning Decisions

The decisions we have just mentioned are planning decisions. Most of those planning decisions are targeted for the short time the teacher and one group of students will work together. Some of those planning decisions refer to the long range goals of the school and the state curriculum. Other decisions relate to immediate objectives determined by the needs of the class and of individuals. Motivating a group of uninterested readers, for example, may be a pressing short-term objective that

the teacher has to work out right now. It takes planning just as achievement of the long-range goals requires planning.

Teachers usually decide on the short-term goals and the means to achieve them. Almost all of the decision responsibilities listed in the Shedd study focus on the short-term activities of daily class meetings. The broad school community usually selects the long-range goals. Teachers then decide on the means to achieve those goals. That's another reason the list of decision responsibilities given by teachers seems to be concerned with the activities of the day or of the week. Interestingly enough, Shavelson (1981) found that teachers make short-term decisions quite well; they do not do as well with long-term goals and long-term learning principles.

In order to achieve long-range goals -- those that guide learning across many years -- most school systems choose a textbook series as a management tool. A basal reader, for example, provides wide-ranging literature, the systematic development of thinking strategies, and planned attention to the skills and the concepts most school systems expect to achieve across the elementary years. Thus the basal reader becomes a very powerful means for the teacher to work on long-range goals with the other teachers in the school. Naturally, the teacher has numerous other options available to achieve those long-range ends.

When the immediate needs of the children or the personal desires of the teacher are the issue, the teacher can decide which tasks to choose, which to stress, and how to achieve those immediate objectives. These are the kinds of decisions that are made in the planning period, or during the reflective time that teachers spend in preparing to meet the children.

We assume that the long-term goals for instruction in language arts are established by the community, and that the teacher is trying to carry out those goals. Assuming, too, that the teacher has almost full responsibility for those goals that are personal to the class and to the individual children in the class, what are the decision questions that a teacher must answer? Figure 2 lists the most common planning decision questions. You will note that these questions pertain not only to goals, but also to teaching strategies, to selection of resources, and to evaluation issues.

Figure 3

Planning Decisions

1. What are the literature goals?
2. What are the skills goals?
3. Which strategies will achieve the goals?
4. What materials and resources should be used?
5. What should be evaluated and how?

Interaction Decisions

Most of the major decision categories (see Figure 1) given by the teachers in the Shedd study (1986) might be categorized as interaction decisions -- that is, decisions teachers make as they move among the children and see what they have to do to promote better learning.

From the perspective of the language arts teacher, those in-class decisions could be summarized as seen in Figure 3 -- that is, as questions related to degree of student involvement and level of student participation in class. These decisions depend on the availability of alternatives, just as the planning decisions do.

Figure 4

Decisions During Teaching

1. Are the students purposeful?
2. Are they actively engaged with ideas?
3. Are they monitoring their own thinking?
4. Are they sharing responses?

Because teachers deal daily with the kinds of interaction decisions listed in Figure 3, they quickly turn them into routines. As is true in every other phase of life, successful practices become habits. Those habits make life easier and prevent us from collapsing with decision-overload. Can you imagine your mental state, for instance, if you had to decide each morning how to tie your shoes, or which shoe to put on first? If we did not turn most

of our daily decisions into habitual actions, we would find it hard to get out of the house to go to our jobs.

That's the reason we develop patterns of asking questions about reading, of assigning writing responses after essays, of asking children to predict further action in stories that leave the reader thinking, and so on. That multiplicity of daily decisions also explains why we want a wide variety of books, activity sheets, games, and computers in the classroom. When the needs are many, we want to have alternative solutions at hand in order to respond.

Evaluation Decisions

The teacher's job requires an assessment of student progress. Just as some goals are community goals, so some assessment is related to community standards. Helping children see their progress toward those goals involves collecting and reporting evidence. The teacher needs to decide how to accomplish that assessment and that reporting. Formal tests, of course, are one way to accomplish that end. But student compositions, tape recordings, informal checklists, and other work from the student are also evidence that can be used to represent progress. For example, data about strategic reading behavior could be collected informally over a period of weeks. A checklist similar to that attached as Appendix I could be used. The data

can then be used in a conference with the student to help the student target some of the long-term goals of reading instruction.

In similar fashion, the personal short-term goals of students and teachers involve an evaluation of progress. For some, those goals refer to becoming a more clever writer; for others, they relate to becoming fluent in grade-level vocabulary. Teacher and student, after deciding on the desired achievement, can decide on progress reports and on how those reports should be delivered.

One student we knew would never participate in the small group discussions involving shared stories. The teacher and the student agreed that over a two-week period, the student would learn to become active. He would do this by making one statement each of the first two days, two comments each of the second two days, three comments each of the third two days, and four comments each of the remaining days of the second week. They drew up a chart for recording the student's daily contributions. Every two days, the student brought the chart to the teacher and discussed what he had done. As simple as it may seem, that evaluation technique -- that is, reporting instances of desired activity -- gradually brought that student into the mainstream of his group. Sharing language became a normal part of his activity instead of a rejected part of the language arts class.

One of our student teachers invited a newspaper writer to her fifth-grade class so the students could ask him questions

about his work. It was part of a lesson on how to use the newspaper to get information about the broad world. When the reporter left, the student teacher asked the students to write a letter to the reporter to discuss his visit. She was amazed to find that the average student in the class sent a letter such as the one attached as Appendix II, but that there were some students in the class who wrote a letter such as the one in Appendix III. How could those students have gone through the same previous four years?

Our teacher was learning quickly that evaluating student work requires judgments, and that a teacher needs to challenge students constantly to move forward.

Evaluation need not compare one member of the class with all other members of the class. Sometimes, marking a student's progress toward a personal goal is as important and as effective as are the more public and competitive measures.

Principles that Guide Decision-Making

Decision-making about the complex issues found in teaching language arts can become more manageable when they are guided by a teaching philosophy or by learning principles. If one is guided by the time-on-task principle, a teacher simply has to ask himself or herself: "Which of the available alternatives gives

the student the most time doing what is eventually expected?" The choice can become clearer if guided in that way. If fluency in reading is a goal, the time-on-task principle would suggest that the first strategy is to devote as much time as possible to reading all kinds of text.

Occasionally, the chosen alternative does not produce the desired result: the student fails to increase fluency even though he has been given much time for reading. That situation tells the teacher that something else has to be tried. Usually, more information needs to be collected about the student and his behavior before some other approach is chosen.

Another learning principle that might help the teacher in the meantime is deciding to divide learning into shorter blocks of knowledge and more frequent practice. Though all fifth-grade students in a given class may have similar social experiences and may understand the general vocabulary of fifth graders, there are those who need more careful structuring of knowledge, or who need shorter reading selections than their classmates do.

Not every case will lend itself neatly to a known principle of learning. Then it may help the teacher to be guided by a philosophy that appeals to the teacher. For some people, it may be helpful to follow the philosophy that reading is a social transaction. Therefore, teacher choices can lean in the direction of sharing ideas, emphasizing group discussions, writing responses

to stories so they can be shared and compared, and so on. Or, the teacher may be more comfortable with the philosophy that reading is primarily a personal construction of meaning based on an individual's purpose. Therefore, teacher choices can encourage students to think of their own personal needs, and to write personal responses in a log as a way of thinking about the ideas.

Making It Work

As an aid to decision-making, some teachers find it helpful to spend reflective time with a decision chart similar to the one in Appendix IV. Since there is no way to list all the possible decisions that arise in the day-to-day world of the language arts classroom, a teacher can list major categories of frequent decisions, and remind him or herself to look for alternatives and for evaluation criteria. With this framework, the teacher approaches decision-making in a rational manner. Some of the stress of teaching eases because more decisions will be made rationally instead of emotionally. It is the emotional nature of life, after all, that creates the stress that wears many of us down.

That doesn't mean that teaching and its decisions can or should be made without emotion. Students are emotional bundles, not learning machines. When a child is in trouble, teachers respond with compassion as well as with professional judgment. But the more responsibility the teacher takes for

controlling the classroom, the more professional judgment needs to be supported by planning, by principles of learning, by professional management guidelines, by knowledge of community requirements, and by evaluating where students fit into the long-range reading and language arts curriculum picture.

Additional References

Shedd, Joseph B. *Teachers as Decision-Makers*. Ithaca, NY: Boardman House, 1986.

Shavelson, Richard J. and Stern, Paula. "Research on Teachers Pedagogical Thoughts, Judgments, Decisions, and Behaviors." *Review of Educational Research* 51 (1981): 455-498.

Student Name _____ Date _____

Informal Observational Checklist
STRATEGIC READING BEHAVIORS

Directions: For each criterion below, rate the student by checking one of the three boxes. Additional comments and a list of activities may be recorded on the back of this form. Use the Summary to record an overall rating.

	Needs Improvement	Satisfactory	Excellent
BEFORE READING			
Activates prior knowledge	☐	☐	☐
Learns background information	☐	☐	☐
Previews the selection	☐	☐	☐
Sets purpose(s) for reading	☐	☐	☐
Makes predictions	☐	☐	☐
Relates personal experiences to the reading	☐	☐	☐
DURING READING			
Comprehension Strategies			
Monitors comprehension	☐	☐	☐
Takes notes	☐	☐	☐
Highlights important points	☐	☐	☐
Summarizes major points	☐	☐	☐
Adjusts reading rate as needed	☐	☐	☐
Applies SQ3R	☐	☐	☐
Vocabulary Strategies			
Decodes unfamiliar words by relating them familiar words	☐	☐	☐
Uses structural clues to recognize meaningful parts of unfamiliar words	☐	☐	☐
Uses semantic context clues to determine word meaning	☐	☐	☐
Uses syntactic clues, including word order and referents, to determine the function and/or meaning of words	☐	☐	☐
AFTER READING			
Text Structure			
Identifies story elements	☐	☐	☐
Completes story map	☐	☐	☐
Completes story frame	☐	☐	☐
Retells story in own words	☐	☐	☐
Identifies organizational patterns	☐	☐	☐
Compares story to other stories	☐	☐	☐
Comprehension			
Answers questions related to text	☐	☐	☐
Checks accuracy of predictions	☐	☐	☐
Achieves purpose of reading	☐	☐	☐

Macmillan Publishing Company

Tommy

Divrit ritings
foid diffrint
no feports ox Dglthe

Dear Dan,

I liked you coming to our school. I was really, really pleased. At first I thought it was going to be boaring but I was wrong. It was very, very, very fun.

I wish that I had time to ask my quetion. The quetion was did you go to the champon ship of I. u. basketball. I thank you for coming to our school.

your friend,
Jason B.

Appendix III
Grade 5 Writing Sample "B"

READING DECISION CHART

In the left column are listed the kinds of planning decisions and student contact decisions that a teacher makes. In the right column are brief indications of how the CONNECTIONS Teacher's Edition provides help with those decisions.

Planning Decisions	***CONNECTIONS Provides***
1. Determining objectives 2. Motivating learning 3. Identifying concepts and materials 4. Identifying practice and activities and materials 5. Monitoring progress 6. Reteaching and enrichment	CONNECTIONS offers the teacher an overview planning page that clearly delineates the objectives and all the resources needed for teaching each lesson.
Contact Decisions	***CONNECTIONS Provides***
1. Preparing for Reading	
• Presenting vocabulary	• Vocabulary is consistently introduced prior to reading in all grades to facilitate comprehension.
• Teaching a key skill	• An essential skill that can be practiced in the story is pretaught so the student sees immediate application.
• Reinforcing vocabulary and concepts	• Activities and practice materials reinforce key vocabulary and concepts.
2. Reading for Comprehension	
• Developing background	• Every selection provides suggestions for using students' prior knowledge, such as schema-building to improve comprehension.
• Setting purposes for reading	• Students are encouraged to create their own purpose-setting questions.
• Reading and discussing the selection	• Various options are provided for different types of learners.
*Guided reading	*Guided reading questions develop story sequence and prediction skills. Use as needed.
*Applying comprehension	*Previously-taught comprehension skills are applied directly to the part of the story where they fit.
*Discussing and rereading orally	*Discussions directions provide for the systematic use of literal, interpretive, critical and creative-thinking skills.
*Making connections	*In each selection CONNECTIONS asks students to relate what they are reading to other stories, to their own lives, to the theme of the unit.
3. Teaching Skills and Strategies	
• Getting set	• CONNECTIONS Teacher's Edition and Pupil's Edition provide motivational activity that focuses attention on the skill and helps set the objective.
• Developing	• Activity reveals the skill through modeling, demonstrating, discussing.
• Applying	• Guided practice occurs through various activities and questions in the Teacher's Edition and the Pupil's Edition.
• Checking understanding	• Questions and observational checklists offer means to estimate student progress.
• Independent practice	• Teacher's Edition activities, workbooks, and skills practice materials provide student opportunity to practice on his own.
• Reteaching	• Alternative learning activities in alternative modes enable teachers to work with special needs.
4. Enrichment and Connection to Lanague Arts	
• Connecting with writing	CONNECTIONS goes beyond giving writing suggestions for every story. Process writing exercises are available in the Pupil's Edition, the Teacher's Edition, and in reproducible masters.
• Enrichment through books and drama	Author biographies, bibliographies related to the unit theme, and activities for classroom drama highlight enrichment activities found in CONNECTIONS.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ332856
AU: Alvermann,-Donna-E.
TI: The Impact of Curricular Perceptions on Instructional Decisions: A Framework for Research.
PY: 1986
JN: Journal-of-Reading-Education; v11 n2 p7-17 Win 1985-86
NT: Available from the Organization of Teacher Educators in Reading, Department of Teacher Development, St. Cloud University, St. Cloud, MN 56301.
DE: Models-; Reading-Instruction; Secondary-Education; Teacher-Attitudes; Teaching-Methods
DE: *Content-Area-Reading; *Curriculum-Development; *Decision-Making; *Educational-Theories; *Reading-Research; *Teacher-Role
AB: Argues that instructional decisions may be affected by the conflict produced when teachers' curricular perceptions do not match those that underlie a recommended teaching strategy and presents an ideological framework for comparing secondary reading goals and their related curricula. (FL)

AN: EJ349085
AU: Alvermann,-Donna-E.
TI: The Role of Textbooks in Teachers' Interactive Decision Making.
PY: 1987
JN: Reading-Research-and-Instruction; v26 n2 p115-27 Win 1987
AV: UMI
DE: Content-Analysis; Elementary-Secondary-Education; Questioning-Techniques; Reader-Text-Relationship
DE: *Content-Area-Reading; *Decision-Making; *Reading-Instruction; *Reading-Research; *Teacher-Role; *Textbooks-
AB: Examines teachers' decisions to make adjustments in their preplanned discussion routines to better facilitate students' comprehension of previously assigned content area materials in terms of how texts figured into those decisions. (FL)

AN: ED282187
AU: Alvermann,-Donna-E., Ed.; And-Others
TI: Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators. [Revised.]
CS: Appalachia Educational Lab., Charleston, W. Va.; International Reading Association, Newark, Del.
PY: 1987
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 784, $7.50 member, $11.25 nonmember).
NT: 201 p.; Updated version of ED 273 928.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Critical-Thinking; Decision-Making; Educational-Theories;

Grouping-Instructional-Purposes; Metacognition-;
Program-Development; Program-Effectiveness; Readability-;
Reading-Programs; Reading-Skills; Secondary-Education;
Student-Motivation; Teacher-Role; Teaching-Methods;
Vocabulary-Development
DE: *Content-Area-Reading; *Reading-Comprehension;
*Reading-Instruction; *Reading-Research;
*Reading-Writing-Relationship; *Theory-Practice-Relationship
AB: Focusing on how secondary school reading programs can be organized and on how their effectiveness can be measured, this book synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction. Each chapter, opens with a question posed by a teacher, discusses research with reference to this question, and concludes with a summary and a list of references. Generally, chapters present various, well-documented processes and products (individually or in limited combinations) that contribute to effective reading instruction in secondary schools. The practitioners' contribution to the advancement of knowledge in the field is recognized, thereby enhancing the reciprocity between researchers and practitioners. Each chapter concludes with a summary and a list of references. Titles and authors of chapters included are (1) "Reading Programs" (D. W. Moore and A. G. Murphy); (2) "Effective Schools/Effective Teaching Research" (M. W. Conley and A. G. Murphy); (3) "Developing Lifetime Readers" (D. E. Alvermann); (4) "Learning from Text" (D. E. Alvermann); (5) "Comprehension/Thinking Skills" (D. E. Alvermann); (6) "Vocabulary" (D. W. Moore); (7) "Readability" (D. Holdzkom); (8) "Selection of Materials" (D. W. Moore and A. G. Murphy); (9) "Integrating Oral and Written Language" (D. E. Alvermann); (10) "Grouping" (M. W. Conley); (11) "Teacher Decisionmaking" (M. W. Conley); (12) "Metacognition" (D. E. Alvermann); and (13) "Staff Development" (P. B. Lutz). (JD)

AN: EJ370208
AU: Bailey,-Gerald-D.
TI: Guidelines for Improving the Textbook/Material Selection Process.
PY: 1988
JN: NASSP-Bulletin; v72 n506 p87-92 Mar 1988
AV: UMI
DE: Decision-Making; Elementary-Secondary-Education
DE: *Curriculum-Development; *Reading-Material-Selection;
*Textbook-Selection
AB: If the textbook and material selection process is to be adequately supported in school budgets, curriculum directors, teachers, and administrators must be able to defend their requests with high-quality information. This article offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections. (MLH)

AN: ED265502
AU: Banks,-Karen-Vlahos; Nolen,-Patricia
TI: Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
PY: [1985]
NT: 26 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Higher-Education; Predictive-Measurement; Predictive-Validity; Reading-Consultants; Reading-Teachers; Teacher-Education
DE: *Decision-Making; *Program-Effectiveness; *Reading-Diagnosis; *Reading-Instruction; *Reading-Research; *Remedial-Reading
AB: In light of criticisms that teacher preparation programs do not adequately prepare prospective reading teachers and specialists for actual classroom problems, a study was conducted to determine the accuracy of teacher diagnoses and planning for reading difficulties and to examine differences in coursework preparation and classroom experience. Subjects, 94 education students, were grouped according to their coursework backgrounds as follows: (1) those having taken developmental and diagnostic reading instruction courses, (2) those having taken only diagnostic reading instruction courses, and (3) those having taken only developmental reading instruction courses. Information about the teaching backgrounds of each was also collected. Subjects were asked to develop diagnoses and prescriptive plans for four cases, each characterized by a different reading problem. The responses were evaluated according to the judgments of three experts in the field. Results showed that coursework background and years of teaching experience did not lead to differential performance in diagnosing and planning instruction. In addition, the subjects performed poorly in comparison with expert judgment on all variables examined. (FL)

AN: EJ316561
AU: Bondy,-Elizabeth
TI: From Techniques to Process: Explorations beneath the Tip of the Iceberg.
PY: 1985
JN: Reading-World; v24 n3 p66-74 Mar 1985
AV: UMI
DE: Decision-Making; Elementary-Secondary-Education; Inservice-Teacher-Education; Teacher-Education; Teaching-Methods
DE: *Educational-Theories; *Information-Sources; *Reading-Instruction; *Teacher-Effectiveness
AB: Examines the nature of reading instruction across the United States, considers why problems exist, and suggests strategies for improvement. Concludes that among the many sources of information that influence teachers' decisions about reading instruction, the least influential appears to be theoretical knowledge of the reading process. (FL)

AN: ED251808
AU: Combs,-Martha
TI: Beginning Teachers: How Do They Make Decisions about Reading?
PY: 1984
NT: 15 p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Research; Elementary-Education; Reading-Diagnosis; Small-Group-Instruction; Teacher-Education; Teacher-Effectiveness
DE: *Beginning-Teachers; *Decision-Making; *Elementary-School-Teachers; *Reading-Instruction; *Teaching-Methods
AB: Sixteen first-year elementary school teachers participated in telephone interviews and classroom observations that focused on decision making processes before and during reading instruction. The most difficult aspect for the majority of teachers interviewed was explaining what influenced their decisions. The major decisions made prior to reading centered around grouping, techniques, materials, and pacing. Initial placement of students in reading groups was based on standardized reading test scores and recommendations made during the previous year, while the decision to rely heavily upon oral reading performance and phonics ability seemed to be a function of both the reading consultant's practices and the new teacher's own experience as a reader. Neither informal reading inventories nor training from methods courses were used in the placement. While concerned about flexibility in meeting individual needs of students, only about one quarter of the teachers routinely considered making reading group changes throughout the year. Teachers did not feel the pressure for pacing with children in high ability groups that they felt with those in low reading ability groups. Techniques for instruction centered on student motivation rather than on effective teaching strategies. Teachers seemed to feel a need to complete the lesson as planned or to wait until after instruction to formulate any new teaching plans. Such changes seemed related to the use of new materials to teach the same skill rather than a different approach. The results suggest that teacher educators should help prospective teachers view themselves as decision makers, and should use a planning process that encourages prospective teachers to consider alternative teaching strategies. (HTH)

AN: EJ347839
AU: Duffy,-Gerald-G.; And-Others
TI: Putting the Teacher in Control: Basal Reading Textbooks and Instructional Decision Making.
PY: 1987

JN: Elementary-School-Journal; v87 n3 p357-66 Jan 1987
AV: UMI
DE: Elementary-Education; Expectation-; Teacher-Attitudes; Teacher-Education; Teaching-Methods
DE: *Basal-Reading; *Decision-Making; *Elementary-School-Teachers; *Reading-Instruction; *Teacher-Role
AB: In an instructional study, teachers were taught to make decisions about reading instruction while simultaneously following directives about how to use a mandated basal reading textbook. This article examines how such directives influenced elementary school teachers' perceptions of their role as reading teachers. (Author/NH)

AN: ED237936
AU: Duffy,-Gerald-G.; Ball,-Deborah
TI: Instructional Decision Making and Reading Teacher Effectiveness. Occasional Paper No. 69.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PY: 1983
AV: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
NT: 25 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Elementary-Education; Instructional-Development; Literature-Reviews; Research-Methodology
DE: *Decision-Making; *Reading-Instruction; *Reading-Research; *Reading-Teachers; *Teacher-Effectiveness; *Teacher-Role
AB: A review of the literature reveals little evidence that classroom decision making is an important component in teaching effectiveness. Studies investigating decision making before (preactive) and during (interactive) instruction indicate that teachers are preoccupied with activity flow and procedural concerns rather than with increasing student understanding. Three lines of reading research--teacher decisions about reading groups, teacher interruption behavior during children's reading, and teacher use of basal materials--also reveal little decision making behavior. These findings may indicate, however, not that teachers fail to make instructional decisions, but that research methodology lacks the sophistication to identify teacher decision making. Current research may make false assumptions about how teachers make use of knowledge, may fail to reflect the complexity of instruction itself, or may not understand teachers' limited control over instructional materials or practices. (MM)

AN: ED292782
AU: Elliott,-John-D.
TI: Teacher Thinking and Instructional Materials: Some

Relationships Between a Case Study and a Literature Review.
PY: 1988
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Elementary-Education; Teacher-Developed-Materials
DE: *Childrens-Literature; *Decision-Making; *Instructional-Materials; *Reading-Instruction; *Textbook-Selection
AB: Instructional materials are usually selected by classroom teachers. Little is known about what criteria they use in making these choices. Most of the literature recommends, instead, the attributes to be used. This study employs a qualitative approach to examine one teacher's thinking about her selection of materials. Fundamental to her thinking was a preference for materials that interest, and reflect the needs of, the students. Sixteen references are included. (Author/JD)

AN: EJ290761
AU: Englert,-Carol-Sue; Semmel,-Melvyn-I.
TI: Spontaneous Teacher Decision Making in Interactive Instructional Contexts.
PY: 1983
JN: Journal-of-Educational-Research; v77 n2 p112-21 Nov-Dec 1983
DE: Elementary-Education; Reading-Ability; Reading-Diagnosis; Student-Teachers
DE: *Decision-Making; *Prompting-; *Reading-Instruction; *Student-Characteristics; *Student-Teacher-Relationship; *Teacher-Behavior
AB: The effect of pupils' reading miscues and achievement levels on their teachers' prompting decisions was examined in a study involving teacher trainees and elementary school special education students. Teachers were actively engaged in decision making, and although pupil traits affected teachers' decisions, teaching moves were sometimes inappropriate for errors. (Author/PP)

AN: EJ317662
AU: Guthrie,-John-T.; Lissitz,-Robert-W.
TI: A Framework for Assessment-Based Decisionmaking in Reading Education.
PY: 1985
JN: Educational-Measurement:-Issues-and-Practice; v4 n2 p26-30 Sum 1985
DE: Educational-Improvement; Educational-Testing; Elementary-Secondary-Education; Program-Effectiveness; Student-Placement; Teaching-Methods; Testing-Problems
DE: *Decision-Making; *Educational-Assessment; *Measurement-Objectives; *Reading-Instruction; *Standardized-Tests

AB: This reaction paper stresses the importance of matching the qualitatively different types of educational decisions with appropriate types of tests. Reading instruction is used to illustrate that while standardized tests are helpful for student classification and program accountability, they are hazardous to instructional process decisions which need cognitive process measures. (BS)

AN: ED240495
AU: Hatcher,-Catherine-W.
TI: Problems of Change: Bounded Rationality--What do Teachers Really Do?
PY: 1983
NT: 22 p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Decision-Making; Educational-Theories; Teacher-Characteristics; Teaching-Methods
DE: *Instructional-Improvement; *Models-; *Reading-Instruction; *Reading-Research; *Research-Methodology; *Teacher-Effectiveness
AB: Through an integration of teacher effectiveness and reading research, this paper proposes ways for improving classroom reading instruction. The first part of the paper reviews teacher effectiveness research, noting the shifts that have occurred in that area from the early efforts, which focused on identifying and describing teacher characteristics associated with high or low student outcomes, to more recent efforts that have looked at teachers' goals, judgments, and decision making processes. The second section discusses the idea of "bounded rationality," which posits that because they work in a complex environment and must make decisions immediately, teachers have to construct a simplified model of a real situation and behave according to that model. The third section looks at research relative to teacher thought, judgment, and decision making, concentrating on the cognitive model proposed by R. Shavelson and P. Stern. The fourth section considers research covering decision making during reading instruction, specifically in the areas of teacher planning, classroom practice, and teacher concepts of reading. The final section describes the Concerns-Based Adoption Model--developed at the University of Texas and built on assumptions about school characteristics, adults as learners, and the change process--and discusses the implications of this model for classroom instruction. (FL)

AN: EJ309809
AU: Hoover,-Nora-Lee
TI: Teachers' Self-Reports of Critical Decisions in Teaching Reading.
PY: 1985

JN: Reading-Teacher; v38 n4 p440-45 Jan 1985
AV: UMI
DE: Academic-Achievement; Elementary-Education; Elementary-School-Teachers; Teacher-Characteristics; Teaching-Methods
DE: *Decision-Making; *Reading-Achievement; *Reading-Instruction; *Reading-Research; *Teacher-Attitudes
AB: Classroom teachers identified all the decisions they made in order to teach reading effectively and then ranked the three they considered most critical to student reading achievement. Results showed that placement decisions were viewed by teachers as primary, followed by decisions relating to student needs and those concerning program improvement. (FL)

AN: ED222875
AU: Hutson,-Barbara-A.; Niles,-Jerome-A.
TI: Reading Grouping as Decision-Making: Selection and Effects of Cues.
PY: 1982
NT: 32 p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1982).
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Class-Organization; Elementary-Education; Elementary-School-Teachers; Graduate-Students; Reading-Teachers
DE: *Decision-Making; *Evaluation-Criteria; *Grouping-Instructional-Purposes; *Reading-Instruction; *Reading-Research; *Teacher-Attitudes
AB: A group composed of 124 classroom teachers, reading teachers, and graduate students in reading specialization programs participated in a study that examined how teachers select and use information in judging students' probable performance in reading groups. Each subject read two case studies (one describing a boy with social problems but no reading problems, the other describing a boy with reading problems and no social difficulties) and rated whether the student described in each should be placed in a low, middle, or high reading group. After this rating, subjects were allowed to select one of five areas in which they would like to have additional information about the student. Following this they gave the student a second rating, requested information from another area, and completed a third rating. Results indicated that both initial ratings and initial information requests were related to type of case presented, that the patterns of information requested differed by problem type, and that final ratings and shifts in ratings were related to the positive or negative value of the information received. (Copies of the two cases are included.) (FL)

AN: EJ274348
AU: McHugh,-Linda-M.

TI: Similarities among Diagnostic and Prescriptive Decisions Made by Reading Specialists and LD, Title 1, and Fourth-Grade Teachers.
PY: 1982
JN: Journal-of-Learning-Disabilities; v15 n9 p545-48 Nov 1982
DE: Reading-Teachers; Special-Education-Teachers
DE: *Decision-Making; *Diagnostic-Teaching; *Educational-Diagnosis; *Learning-Disabilities; *Reading-Difficulties
AB: Results of study designed to compare diagnostic and prescriptive decisions of 90 reading specialists and teachers about a fourth grader experiencing reading difficulty found the Ss made very similar diagnostic and prescriptive decisions except for establishing the child's instructional reading level. Then reading specialists and LD and Title One teachers usually recommended easier instructional materials than classroom teachers. (Author/SW)

AN: ED251439
AU: O'Neal,-Sharon-F.; Hoffman,-James-V.
TI: Curriculum Decision Making and the Beginning Teacher. Report No. 9058.
CS: Texas Univ., Austin. Research and Development Center for Teacher Education.
PY: 1984
NT: 37 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Board-of-Education-Policy; Course-Content; Elementary-Education; Elementary-School-Teachers; Reading-Instruction; School-Districts; State-Departments-of-Education; Teacher-Orientation
DE: *Administrator-Responsibility; *Beginning-Teachers; *Curriculum-Development; *Decision-Making; *Teacher-Responsibility
AB: In a study of four begining teachers' understanding of curriculum decision-making, three questions were addressed: (1) How do beginning teachers understand district policies about curriculum decision making? (2) How can or should school districts provide guidance and leadership to incoming teachers? and (3) Do current induction policies consider beginning teachers' knowledge of curriculum decisions? Data were collected through focused interviews with four beginning elementary teachers and their principals from two different school districts. Also interviewed were the curriculum coordinator responsible for the reading programs within each district and the the reading coordinator for the state department of education. Findings indicated that there was occasional disagreement over decision making responsibility at all levels. Curriculum decision making was seen as moving further away from the classroom. Teachers and principals reported that their responsibilities in this area had diminished over the last few years, while district

and state level responsibilities increased. Case studies are presented of the decision making process in the four schools and at the district and state levels. (JD)

AN: ED251453
AU: Pittman,-Sherry-I.
TI: Teachers' Plans for Managing Students.
PY: 1984
NT: 52 p.; For a related document, see ED 225 967.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Corporal-Punishment; Cultural-Influences; Decision-Making; Educational-Objectives; Educational-Planning; Elementary-Education; Grade-1; Learning-Strategies; Reading-Instruction; Student-Characteristics; Teacher-Effectiveness
DE: *Classroom-Techniques; *Cognitive-Processes; *Discipline-Policy; *Elementary-School-Teachers; *Student-Behavior; *Teacher-Behavior
AB: A study of three first grade teachers, who were interviewed and observed in the classroom setting, demonstrates a link between teachers' plans for action that they have developed over years of teaching and their routine management of students during reading. Both management and instructional goals, embedded in teacher beliefs about learning and child development, provide the rationale for making decisions based on culturally specific criteria. The findings, which include tabulated data, caution against assuming that teachers are not considering goals and objectives when planning and carrying out classroom activities, though they tend not to mention them spontaneously to interviewers. (Author/JD)

AN: ED251451
AU: Putnam,-Joyce; Duffy,-Gerald-G.
TI: A Descriptive Study of the Preactive and Interactive Decision Making of an Expert Classroom Teacher. Research Series No. 148.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PY: 1984
AV: Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, MI 48824 ($3.00)
NT: 34 p.; Paper presented at a Symposium at the National Reading Conference (Austin, TX, November 30, 1983).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Techniques; Elementary-Education; Reading-Instruction; Teacher-Behavior; Teacher-Effectiveness; Teaching-Styles
DE: *Decision-Making; *Research-Methodology; *Student-Reaction; *Teacher-Response; *Teacher-Student-Relationship
AB: An expert reading instruction teacher was studied for one academic year to explore his interactive decision making

processes. Previous lines of research have indicated that, for some teachers, interactive decision making involves more than simply maintaining established routines that assure smooth activity flow and involves deviating from the pre-planned activities to attend to issues of content and pedagogy. In this study, Shavelson and Stern's models of preactive and interactive decision making were used to describe the expert teacher's actual performance. Specific examples of teacher-student interactions are given, with analyses of how they reflected the close relationship that existed between the teacher's preactive and interactive decision making and his knowledge, values, and beliefs about how reading should be taught. The study revealed that at least some teachers do make more interactive decisions during reading instruction. It also dramatized the relationship between preactive and interactive teaching, and the relationship between instructional plans and implementation of those plans. The study also emphasized that interactive decision making may not be a static phenomenon; rather, it takes different forms at different times of the academic year according to the function of instruction and the teacher's focus. The results support the Shavelson and Stern Models (1981) and suggest that those models are useful for explaining teacher decision making and planning further research. (JD)

AN: EJ315185
AU: Rhodes,-Sharyn-Simpson
TI: Mini-Assessment: A Practical Approach to Classroom Identification of Learning Disabled Readers.
PY: 1985
JN: Reading-Horizons; v25 n3 p186-93 Spr 1985
AV: UMI
DE: Decision-Making; Reading-Difficulties; Remedial-Reading; Student-Placement; Teacher-Role
DE: *Evaluation-Methods; *Learning-Disabilities; *Reading-Diagnosis; *Reading-Instruction
AB: Presents a classroom method by which teachers can decide upon the placement of and type of instruction for reading disabled children. (FL)

AN: EJ326561
AU: Rupley,-William-H.; Logan,-John-W.
TI: Elementary Teachers' Beliefs about Reading and Knowledge of Reading Content: Relationships to Decision about Reading Outcomes.
PY: 1985
JN: Reading-Psychology; v6 n3-4 p145-56 1985
AV: UMI
DE: Decision-Making; Elementary-Education; Elementary-School-Teachers; Teacher-Effectiveness
DE: *Reading-Instruction; *Reading-Research; *Teacher-Attitudes

AB: Concludes that beliefs about reading influence teachers' decisions about the importance of reading outcomes typically taught in the elementary grades, and that teachers who hold student-centered reading beliefs are not likely to value instruction that focuses on decoding. (FL)

AN: EJ326503
AU: Russavage,-Patricia-M.; And-Others
TI: Making Responsible Instructional Decisions about Reading: What Teachers Think and Do about Basals.
PY: 1985
JN: Reading-Teacher; v39 n3 p314-17 Dec 1985
AV: UMI
DE: Elementary-Education; Teaching-Methods; Theory-Practice-Relationship
DE: *Basal-Reading; *Decision-Making; *Reading-Instruction; *Reading-Research; *Teacher-Attitudes; *Teacher-Role
AB: Concludes that teachers are aware of the strengths and weaknesses of basal reader programs and that they exercise their professional responsibilities by enhancing and modifying commercial materials in ways that improve instruction and reflect the tenets of current research and theory. (FL)

AN: EJ350602
AU: Scott,-Diana; Barker,-Jeanne
TI: Guidelines for Selecting and Evaluating Reading Software: Improving the Decision Making Process.
PY: 1987
JN: Reading-Teacher; v40 n9 p884-87 May 1987
AV: UMI
DE: Elementary-Education
DE: *Computer-Assisted-Instruction; *Computer-Software; *Decision-Making; *Evaluation-Criteria; *Reading-Instruction; *Reading-Programs
AB: Focuses on the selection and evaluation of courseware for use with a reading program. Gives examples of courseware to support the ideas presented, together with a sample checklist for software evaluation. (FL)

AN: EJ351682
AU: Shefelbine,-John-L.; Hollingsworth,-Sandra
TI: The Instructional Decisions of Preservice Teachers During a Reading Practicum.
PY: 1987
JN: Journal-of-Teacher-Education; v38 n1 p36-42 Jan-Feb 1987
AV: UMI
DE: Higher-Education; Teaching-Methods
DE: *Decision-Making; *Preservice-Teacher-Education; *Reading-Instruction; *Teacher-Effectiveness; *Teaching-Skills

AB: Evaluation of the instructional decision-making processes of 14 preservice elementary school teachers during a reading practicum indicated that decisions about diagnosis, planning, lesson balance, and word recognition instruction were difficult even for the best of the prospective teachers, while lower performing teachers also had trouble with text placement, type of reading practice, and developing background knowledge. (Author/CB)

AN: EJ326498
AU: Spring,-Helena-T.
TI: Teacher Decisionmaking: A Metacognitive Approach.
PY: 1985
JN: Reading-Teacher; v39 n3 p290-95 Dec 1985
AV: UMI
DE: Cognitive-Processes; Reading-Comprehension; Teaching-Methods
DE: *Decision-Making; *Metacognition-; *Reading-Instruction; *Teacher-Behavior; *Teacher-Effectiveness
AB: Describes how teachers can apply metacomponents to their instructional decision making to help them develop and execute comprehension training lessons. (FL)

AN: EJ289461
AU: Stern,-Paula; Shavelson,-Richard-J.
TI: Reading Teachers' Judgments, Plans, and Decision Making.
PY: 1983
JN: Reading-Teacher; v37 n3 p280-86 Dec 1983
AV: UMI
DE: Classroom-Research; Elementary-School-Teachers; Teacher-Effectiveness; Teaching-Methods
DE: *Decision-Making; *Educational-Research; *Reading-Instruction; *Reading-Teachers; *Teacher-Attitudes; *Teacher-Behavior
AB: Summarizes research concerning how teachers' judgments, instructional planning, and interactive decision making affect their classroom actions, particularly in reading instruction. Discusses implications for reading teachers. (FL)

AN: ED253847
AU: Walker,-Rena-M.
TI: Let's Stop the "Debate" and Consider the Theoretical Frameworks.
PY: [1984]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Decision-Making; Primary-Education; Reading-Materials; Teaching-Methods
DE: *Beginning-Reading; *Educational-Philosophy; *Educational-Theories; *Learning-Theories; *Reading-Instruction;

*Teacher-Attitudes
AB: A teacher's theoretical viewpoint is pervasive. It determines not only the materials chosen and the way the materials are used, but also the perception the teacher holds of the reading process. It is important, therefore, for teachers to understand the theory on which their views are based so that they can understand why they have chosen a particular book or basal. Basically, teachers use two different approaches to teach children to read: the synthetic/analytic approach and the holistic approach. Underlying each is a theoretical, psychological assumption of how children learn and how teachers relate to children during the learning process. Teachers using the synthetic/analytic approach present reading to children one piece of information at a time (letter, letter-sound relation, word)--from outside the children's realm of knowledge. The intent in this approach is to work on meaning after children have learned to read. In contrast, teachers using the holistic approach begin with what is meaningful for children and work from the inside out. Print is used in stories, directions, announcements, and other written forms that hold meaning for children. Teachers and prospective teachers need to understand the theoretical bases of both reading approaches and then identify with one or the other. This would stop the debate about which approach is better and allow teachers to consider what effects their choices have on students' conceptualizations of reading and reading performance. (FL)

AN: ED265629
AU: Waugh,-Ruth
TI: Selecting Elementary Reading Programs.
CS: Oregon School Study Council, Eugene.
PY: 1979
JN: OSSC-Bulletin; v23 n4 Nov 1979
NT: 49 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Decision-Making; Educational-Needs; Elementary-Education; Reading-Programs
DE: *Instructional-Materials; *Reading-Materials; *Reading-Material-Selection
AB: Selecting elementary school reading program materials that will function as sharp and forceful teaching tools requires answering at least six basic questions: (1) What are the socioeconomic status, ages, and grade levels of the students concerned? (2) What do these students need to be taught? (3) Who are the resource people available and how will they be used? (4) Which books meet the school's general needs? (5) Do the component parts of the program assist with classroom organization? and (6) Which books should be adopted? This guide provides specific strategies to follow when answering these questions. The document suggests looking for programs with a common instructional core and an initial emphasis on phonics, and for program elements that expand the teacher's repertoire of skills, encourage flexible

grouping of students, enable teachers to use both direct instruction and discovery learning, and help increase time on task. The selection committee is urged to submit its recommendations to the program's intended users for final review. Forms designed to aid decision-making at each stage of the selection process are included. (PGD)

AN: EJ376114
AU: Wedman,-Judy-M.; Robinson,-Richard
TI: Effects of a Decision-Making Model on Preservice Teachers' Decision-Making Practices and Materials Use.
PY: 1988
JN: Reading-Improvement; v25 n2 p110-16 Sum 1988
AV: UMI
DE: Classroom-Environment; Reading-Instruction; Reading-Strategies
DE: *Decision-Making-Skills; *Diagnostic-Teaching; *Education-Majors; *Instructional-Materials; *Preservice-Teacher-Education
AB: Discusses a study of changes in preservice teachers' ability to analyze reading instruction problems and prescribe instructional alternatives. Indicates reading methods courses may help participants' decision-making practices and materials use. (RAE)

AN: ED262373
AU: Weinshank,-Annette-B.; And-Others
TI: Using Student Diagnostic Information to Establish an Empirical Data Base in Reading. Research Series No. 162.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PY: 1985
AV: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.50).
NT: 75 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Academic-Achievement; Diagnostic-Teaching; Grade-5; Inservice-Teacher-Education; Intermediate-Grades; Student-Behavior
DE: *Information-Utilization; *Reading-Diagnosis; *Reading-Instruction; *Reading-Research; *Teacher-Effectiveness; *Teacher-Response
AB: Enlarging upon the scope and agenda of earlier diagnostic research, a study was conducted to examine (1) teacher responses to receiving diagnostic information about some of their students, (2) effects on student achievement of teachers receiving both diagnostic information and diagnostic training, (3) diagnostic classifications that emerged from student performance, and (4) differential teacher effectiveness and instructional practices.

Subjects included 10 experienced fifth-grade classroom teachers. A reading diagnostic battery, developed for the previous studies, was individually administered as a pretest to 186 of the 192 students in the teachers' classrooms. An experimental group of five teachers, randomly assigned, received four hours of training in diagnostic reliability. Before and after the training, all 10 teachers diagnosed one of four randomly assigned simulated cases of reading difficulty at two different times. Teachers were also interviewed three times. Results showed that teachers responded positively to the receipt of specific diagnostic information about their students, seeing it as useful for thinking about and making changes in their instructional practices. Students for whom teachers received diagnostic information did not show significantly improved achievement over students for whom no information was provided. (Appendixes include the reading diagnostic battery and the interview questions.) (HOD)

AN: ED236193
AU: Wesson,-Caren; And-Others
TI: The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement.
CS: Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
PY: 1983
NT: 46 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Criterion-Referenced-Tests; Decision-Making; Diagnostic-Teaching; Elementary-Education; Evaluation-Methods; Measurement-Techniques; Rating-Scales; Special-Education-Teachers
DE: *Individualized-Education-Programs; *Instructional-Development; *Reading-Achievement; *Reading-Instruction; *Student-Evaluation
AB: The purpose of this study was to ascertain the effects of two factors, the data base used for instructional decision making and the structure of instruction, on student achievement. The dependent data were the number of words read correctly by 117 elementary school students on three basal reading passages. Students were rank ordered in two ways: first by the degree of implementation of a technically adequate curriculum-based measurement and evaluation system, and second by the degree of structure in their instructional programs. The top 27 percent were compared to the bottom 27 percent for both variables. The t tests on the mean z scores indicated no difference in achievement due to the structure of instruction. A significant difference was found between high and low implementation groups on one reading passage; differences between scores on two other passages were not significant but were in the same direction, supporting the hypothesis that a high degree of implementation of a technically adequate data system does lead to greater achievement. The discussion addresses implications for teaching practices. (Author)

AN: EJ342921
AU: Williamson,-Peter-A.; Silvern,-Steven-B.
TI: Eliciting Creative Dramatic Play: Classroom Procedures.
PY: 1986
JN: Childhood-Education; v63 n1 p2-5 Oct 1986
AV: UMI
DE: Class-Activities; Grade-2; Primary-Education; Reading-Instruction
DE: *Classroom-Techniques; *Creative-Dramatics; *Decision-Making; *Dramatic-Play; *Elementary-School-Students; *Teacher-Role
AB: Describes procedures found to be effective for eliciting children's creative dramatic play in the classroom. A second-grade classroom scenario provides an example of the way key components of play training techniques can be implemented by the teacher and indicates the decision-making processes to be addressed.

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